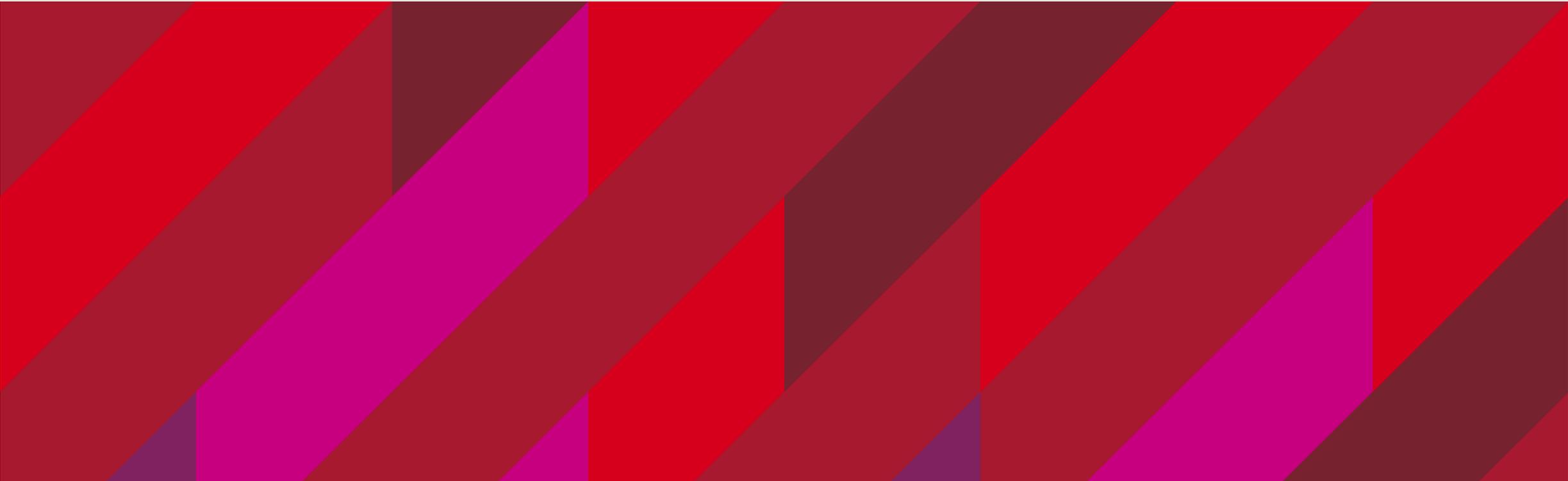# Task Shifting
Who has skin in the game ?

DR GAVIN HAZEL, SCHOOL OF EDUCATION

SMIHLE: Day 2 - Wednesday, March 27 Foro Italico University of Rome

Acknowledgement of country

I would like to acknowledge the traditional custodians of the land on which this work was developed, Wallumattagal people who have been the caretakers of this land for thousands of years. We recognize their continuing connection to Country, their rich cultural heritage, and the wisdom of their Elders, past, present, and emerging.

I extend this acknowledgement to all Aboriginal and Torres Strait Islander peoples who call this region home, as well as those who have ongoing connections to this land. We honour and respect their profound relationship with Country, which sustains and nurtures us all.

May we walk together on this journey of truth-telling, healing, and celebration, embracing the wisdom and strength of the world's oldest living cultures.

Who has skin in the game?

Task shifting and transdisciplinary partnership for complex problem solving in Education and wellbeing.

The current context

In the next decade conservative projections predict that 3 million children will be born. We need to understand how to best strengthen families and children so they possess the necessary skills to achieve self-sufficient, healthy and secure lives. We must also transform the ways in which we think about supporting vulnerable children and young people.

Advances in neuroscience, developmental biology, behavioural science, learning science, and pedagogic practice are providing us with the evidence needed to build on best practices and to develop new ideas that can address the factors that contribute to positive outcomes for children and young people.

- Existing programs, policies and partnerships have produced long term benefits for individuals and society but the quality of implementation, the magnitude of impacts and integration of programs into a complementary system have been inconsistent at best.

- **If we want to achieve better outcomes for children, we must continue to aim higher**. One promising pathway to achieve this is to focus on fostering skills in key professions and that will allow them to become (or to be) better enablers of positive outcomes.

In other words

The volume and nature of need across the domains of promotion, prevention, early intervention and recovery is beyond the current or likely future capacity (given current clinical models and increasing diversification of clinical categories) for the system to achieve outcomes

Innovative service system designs, application of technologies can provide, at a minimum, a stop gap and at their best create a possibility space, resource allocation and transdisciplinary framework.

In this context we must look to how we can optimise, under real world conditions, our clinical and allied service system responses.

Centre on the Developing Child

Every system that touches the lives of children offers an opportunity strengthen the foundations and capacities that make lifelong healthy development possible.

Solution space:
Two knowns and One challenging idea

1. For effective solutions, we need to rethink our care system, starting with altering our perspective.

2. Implementing this new perspective requires us to develop capabilities and seize opportunities presented by "others" who are now involved in these viewpoints.

Now for the challenging idea

- A comprehensive (holistic) approach inherently demands inclusivity and cross-disciplinary collaboration that our current systems lack.

- It's not just preferable but imperative to include diverse groups for a truly comprehensive understanding and improvement of wellbeing.

- These groups are not merely an added bonus; they are a vital component of the ecosystems of our developmental, educational, and care systems.

- Their involvement is critical, though not the only element needed, for the resolution.

Two key fallacies that distort our thinking

- ***Valuing professional expertise above all can overshadow the importance of context (over-reliance on authority)****: this occurs when the dominant reliance on "expert knowledge" renders practitioners merely as conduits of pre-established wisdom, rather than active participants.*

- ***The Overwhelming Singularity of Context (Missing the bigger picture):*** *In this scenario, the unique details of a situation are deemed too complex to be fully captured by existing frameworks and theories, which challenges the concept of population or group solutions.*
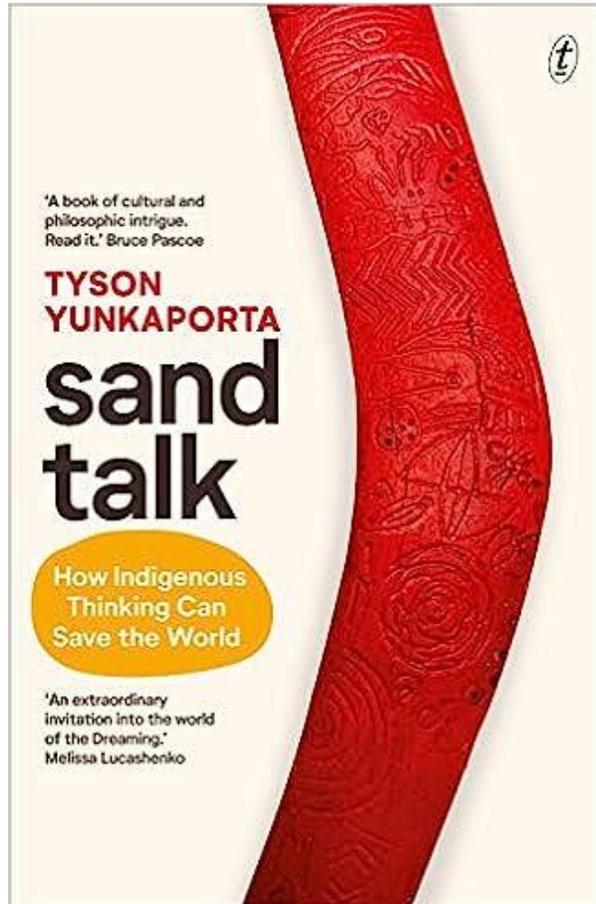
Solutions to complex problems take many dissimilar minds and points of view to design, so we have to do that together, linking up with as many other us-twos as we can to form networks of dynamic interaction. I'm not offering expert answers, only different questions and ways of looking at things. While I'm good at stimulating connective thinking, I'm certainly no authority on any of the ideas in this book and my point of view is marginal, even in my own community. But there is fertile ground at the margins.

Task shifting : An emergent response to permeable boundaries

The concept of task shifting is frequently addressed in healthcare but is neither a recent innovation nor an unusual occurrence.

Historically, we've adapted to the limited nature of resources by reshaping how we design and provide services.

For instance, the concept of a village or extended family naturally embraces the redistribution of various responsibilities, roles, and results. This aligns closely with the saying "it takes a village to raise a child," which underscores the collective effort involved.

This being said, applying this approach to clinical or allied health outcomes is distinctive and does raise specific concerns related to adherence, effectiveness, and results.
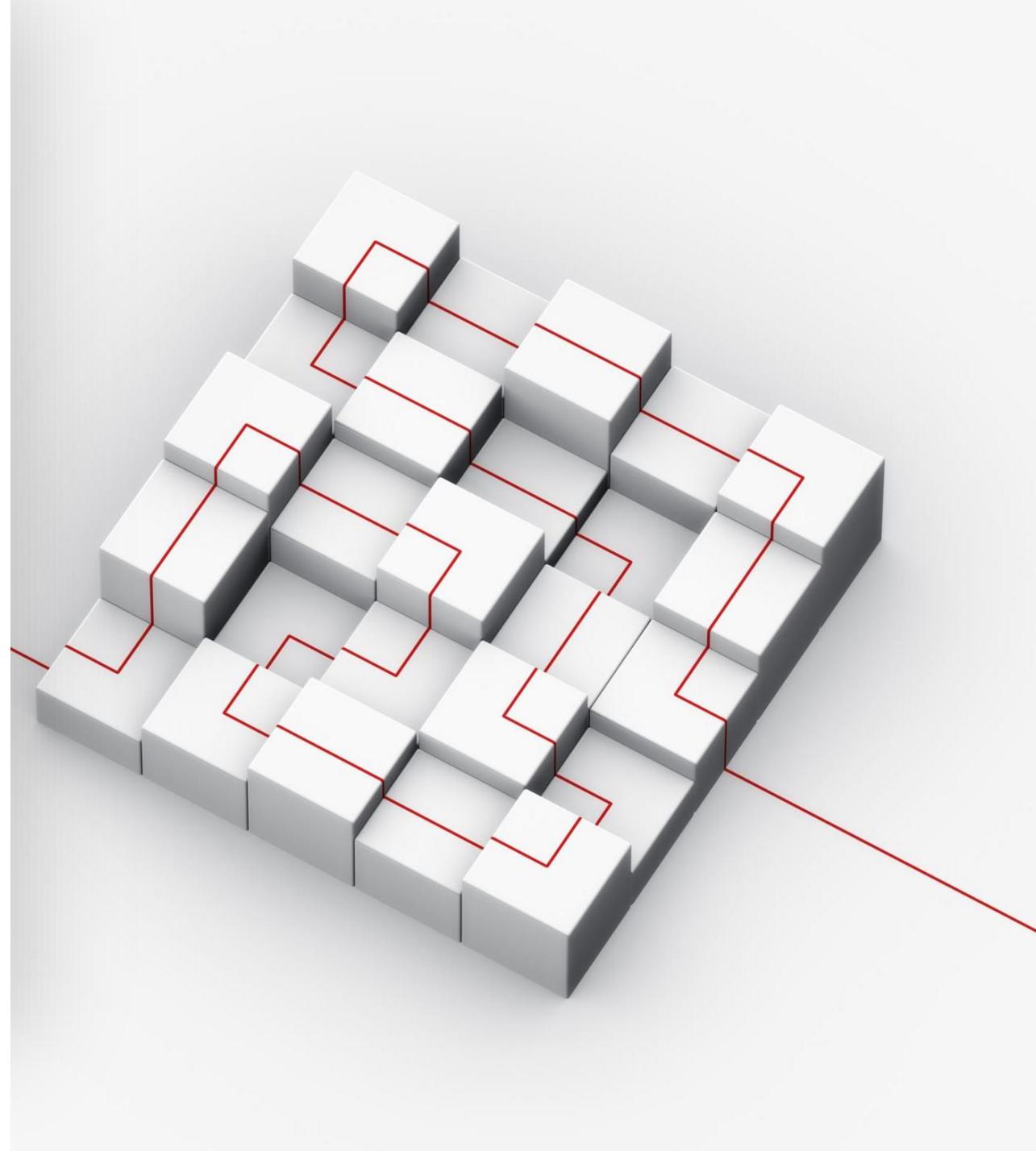
Shifting or sharing?

Innovation does not always need to be new ….

If we start to think more broadly, we can see over time the application of this strategy to a wide range of areas:

- Establishment of "lay" members of clergy
- Deputization of citizens within the police and justice context
- Development of first aid training
- Volunteer fire fight, rescue, and ambulance services
- Develop of foster caring systems
- Emergence and development of respite care
- Militias, national guard and reserve
- Paraprofessional roles within education
- Helplines and crisis support
- Public health – champions and change agents

Effective task sharing may be a matter of:

- a caring person with,
- the right knowledge,
- being available,
- in the right place,
- at the right time.

Confident Competence

- Competence = Do you know what to do? (Fitness to Practice)

- Confidence = Will you act on that knowledge? (Fitness for Purpose)

Randell et al, 2004

How these concept help us understand behaviour

- Inappropriate level of confidence in abilities – act as as a **barrier** preventing practitioners realising their full potential

- Limited confidence can result in **deferral** in decision making

- Excusive confidence can result in increased **risk takings and mistakes**

Randall et al 2004

Shiftign or Sharing?

01

Task sharing could improve mental health care reach and effectiveness in low-resource settings, though questions remain on implementation and efficacy.

02

We have an emerging science of implementation – this means that we can address the question of the "what" and the "how".

03

We may also need to consider a tiered approach within task shifting and the capabilities that determine WHO is selected to share WHAT roles.

The crux of the issue

How well equipped are teachers (for the schooling contexts of today and the near future) when it comes to the skills and dispositions necessary for working effectively with other disciplines and professions invested in the wellbeing and educational enterprise?

How do we prepare them for tasks from not only the standpoint of the specific "task" being reassigned but also recognizing the fundamental "task" they are already fulfilling also that contributes to the care system?

Establish the core content and mandate it in national accreditation

The Panel has identified the core content for ITE programs which covers what every teacher should learn in ITE to be prepared for the classroom and best support students. The core content reflects the knowledge and evidence-based practices that support ITE students in meeting the Graduate Teacher Standards and have the greatest impact on student learning. The Panel has defined four types of core content:

1. **The brain and learning:** content that provides teachers with an understanding of why specific instructional practices work, and how to implement these practices.
2. **Effective pedagogical practices:** practices including explicit modelling, scaffolding, formative assessment, and literacy and numeracy teaching strategies that support student learning because they respond to how the brain processes, stores and retrieves information.
3. **Classroom management:** practices that foster positive learning environments.
4. **Responsive teaching:** content that ensures teachers teach in ways that are culturally and contextually appropriate and responsive to student need. This includes core content on:

   - First Nations peoples, cultures and perspectives

   - cultural responsiveness, including students who have English as an additional language/dialect (EAL/D)

   - family engagement for learning

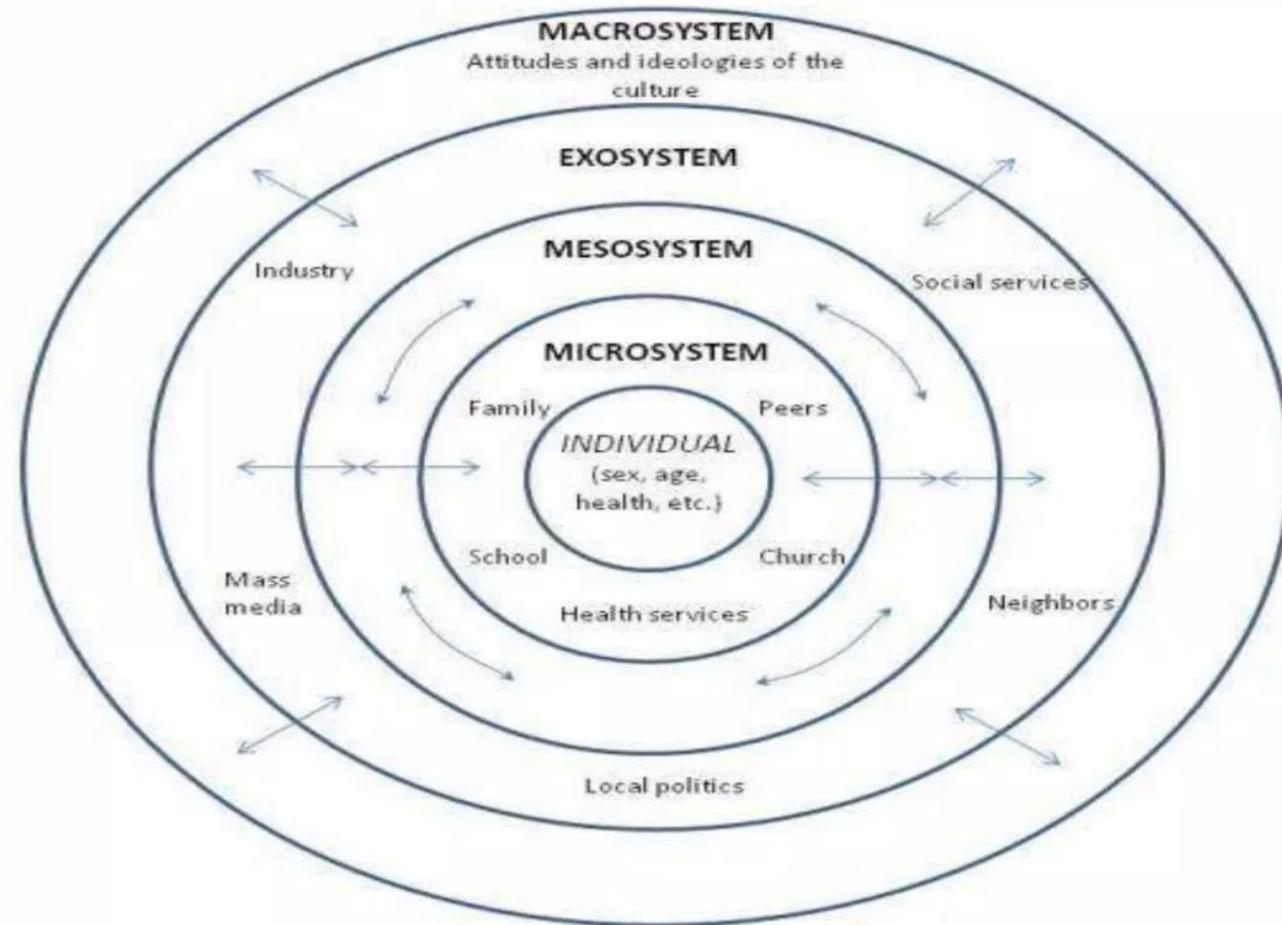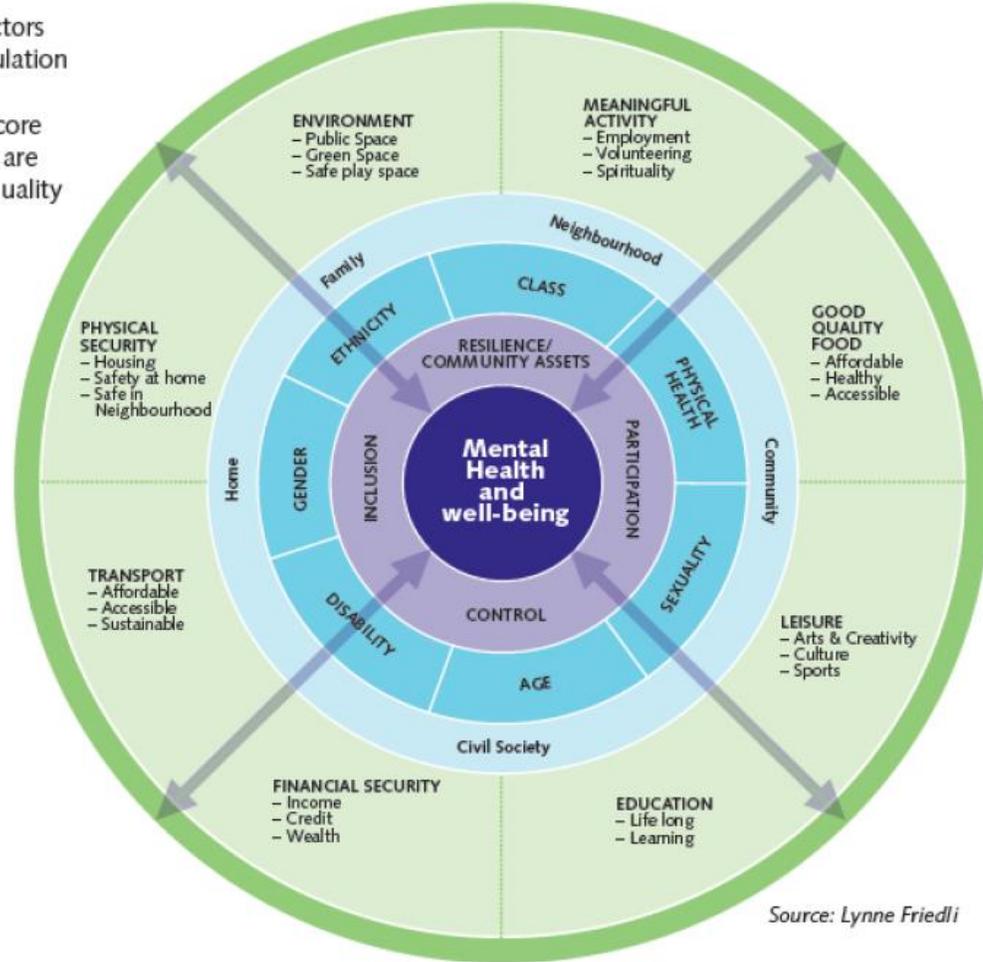# BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

Figure 2.2: A dynamic model of mental well-being for assessing mental well-being impact

The four protective factors are influenced by population characteristics, wider determinants and the core economy. All of which are influenced by levels equality and social justice.
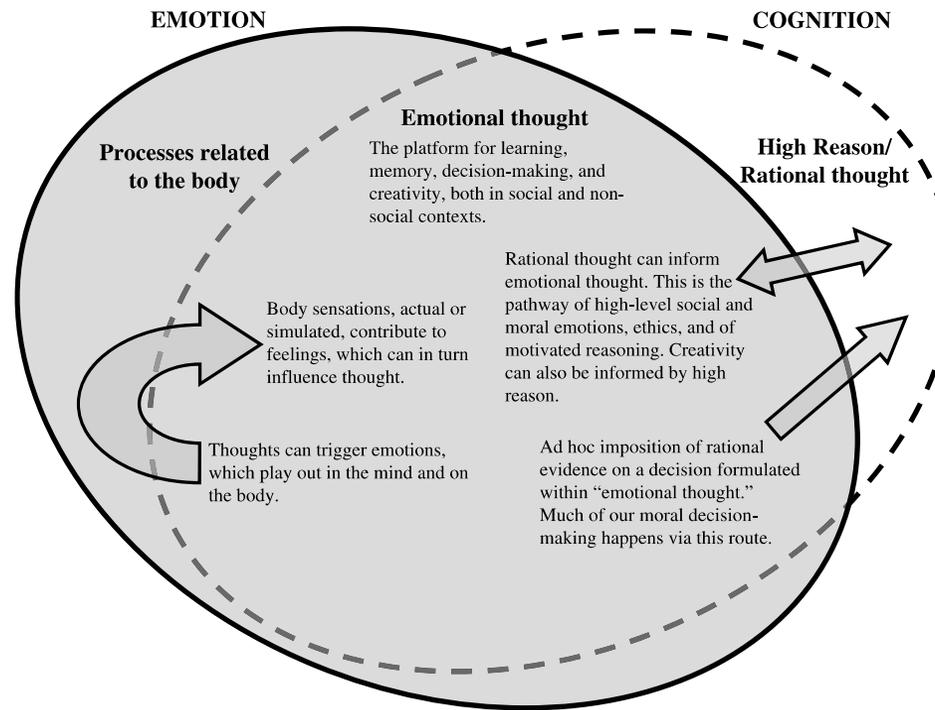

ENVIRONMENT
– Public Space
– Green Space
– Safe play space

MEANINGFUL ACTIVITY
– Employment
– Volunteering
– Spirituality

PHYSICAL SECURITY
– Housing
– Safety at home
– Safe in Neighbourhood

GOOD QUALITY FOOD
– Affordable
– Healthy
– Accessible

TRANSPORT
– Affordable
– Accessible
– Sustainable

LEISURE
– Arts & Creativity
– Culture
– Sports

FINANCIAL SECURITY
– Income
– Credit
– Wealth

EDUCATION
– Life long
– Learning

Neighbourhood
Family
CLASS
ETHNICITY
RESILIENCE/ COMMUNITY ASSETS
PHYSICAL HEALTH
Home
GENDER
INCLUSION
Mental Health and well-being
PARTICIPATION
Community
DISABILITY
CONTROL
SEXUALITY
AGE
Civil Society

Source: Lynne Friedli

Equality and social justice | Wider determinants | Social relationships and the core economy | Population characteristics | Four protective factors | Lynne Friedli MWIA Collaborative April 2009

Immordino-Yang: Emotion-Cognition

EMOTION

COGNITION

Emotional thought

Processes related to the body

The platform for learning, memory, decision-making, and creativity, both in social and non-social contexts.

High Reason/ Rational thought

Body sensations, actual or simulated, contribute to feelings, which can in turn influence thought.

Rational thought can inform emotional thought. This is the pathway of high-level social and moral emotions, ethics, and of motivated reasoning. Creativity can also be informed by high reason.

Thoughts can trigger emotions, which play out in the mind and on the body.

Ad hoc imposition of rational evidence on a decision formulated within "emotional thought." Much of our moral decision-making happens via this route.

Fig. 1. The evolutionary shadow cast by emotion over cognition influences the modern mind. In the diagram, the solid ellipse represents emotion; the dashed ellipse represents cognition. The extensive overlap between the two ellipses represents the domain of emotional thought. Emotional thought can be conscious or nonconscious and is the means by which bodily sensations come into our conscious awareness. High reason is a small section of the diagram and requires consciousness.

Shanker's emerging questions

What are the capacities that children need in order to flourish in a modern school environment?

What sorts of experiences promote the development of these capacities?

What sorts of biological and/or social factors can undermine or impede these experiences?

To what extent can such deficits or constrictions can be mitigated and the child returned to a healthier developmental trajectory?

Evidence informed practice

- Best Practice
- Existing Practice
- Operable Practice

Candidate principles and metrics for establishing efficacious task shifting/sharing

- Process over product

- Fitment

- Dynamic value add

- Consider measures of trustworthiness of the implementation (*pace* Lincoln and Guba)

    - Credibility

    - Transferability

    - Dependability

    - Confirmability

- RE-AIM: reach, effectiveness, adoption, implementation, maintenance

Case study

- Separating the clinical and educational goal – focusing on wellbeing and growth as the superordinate objective

- Disrupting the primacy of the medical model

- Addressing the "education as therapy" dialogue
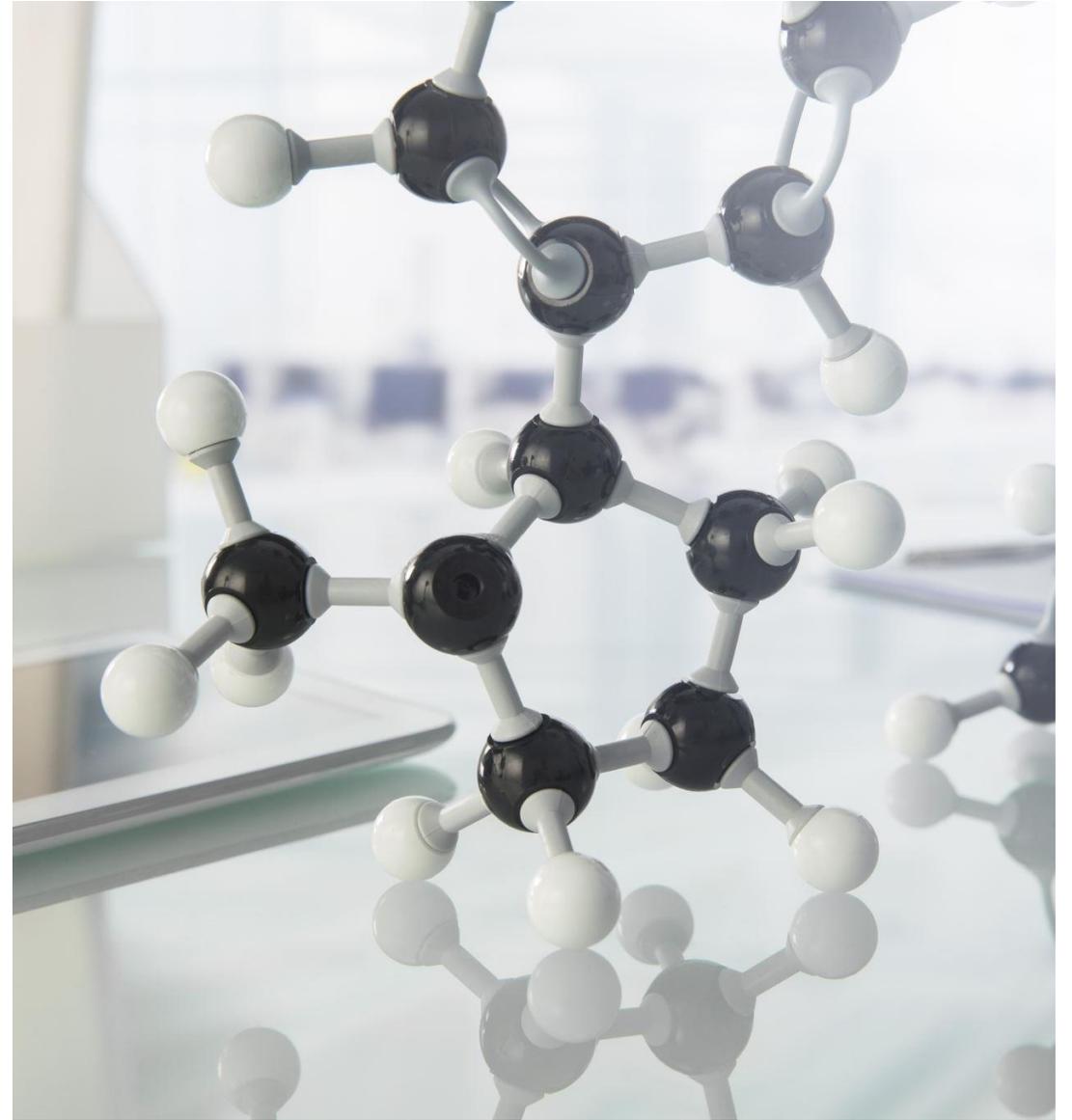
Example of targeted capability development for MH promotion

- What is abundant? – People and systems that are in contact with children

- What is scarce? – Health promotion and mental health professionals

- How do we make knowledge, skills and attitudes about mental health promotion and wellbeing more accessible to more people?

Strategies

Help	Help young children develop strong, adaptive capacities by increasing protection and supports provided to them by professionals present and invested in their day to day lives.
Build	Build workforce and system capacity at the point of entry into child and youth professions by providing skills training.
Ensure	Ensure integration of appropriate knowledge skills and attitudes into professional preparation and ongoing accreditation by providing an overarching capability model.
Ensure	Ensure articulation from basic preparation to ongoing professional development by connecting processes through a common core skills framework.

Vision: In practice we …

Transform Knowledge and Evidence

Communicate with intent to selected audience

Encourage general and targeted behavioural change

Advocate for the long term use of professional groups as change agents

Build partnerships and collaborations

Enable and support implementation
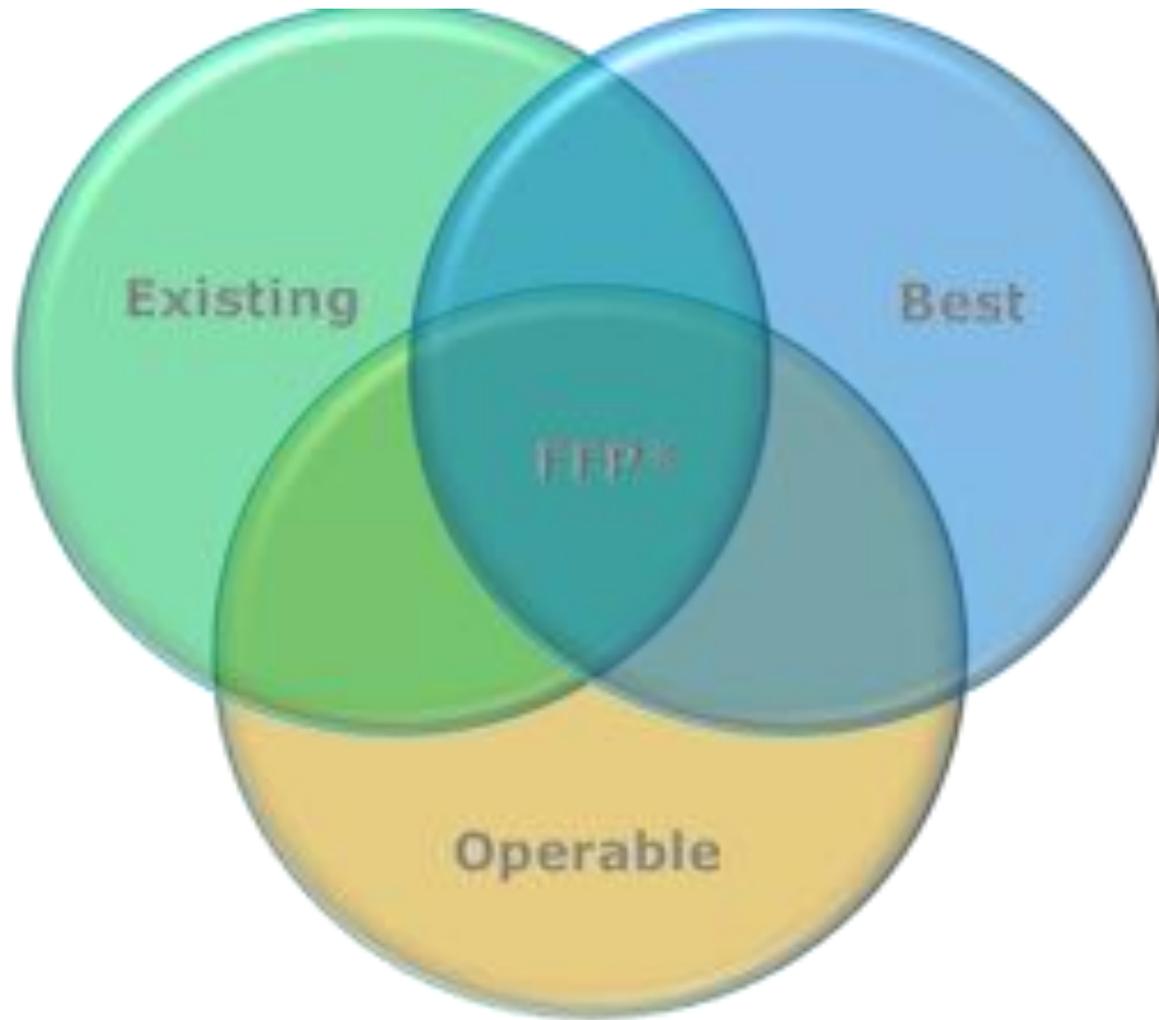
Evidence informed practice

- Best Practice
- Existing Practice
- Operable Practice

Existing

Best

FFP*

Operable

*Fit For Purpose

Essential qualities of the helper

- Respect
- Genuineness
- Empathy
- Humility
- Quiet enthusiasm
- Personal strength and integrity
- Intellectual and emotional attunement

Source: Family Partnership Model
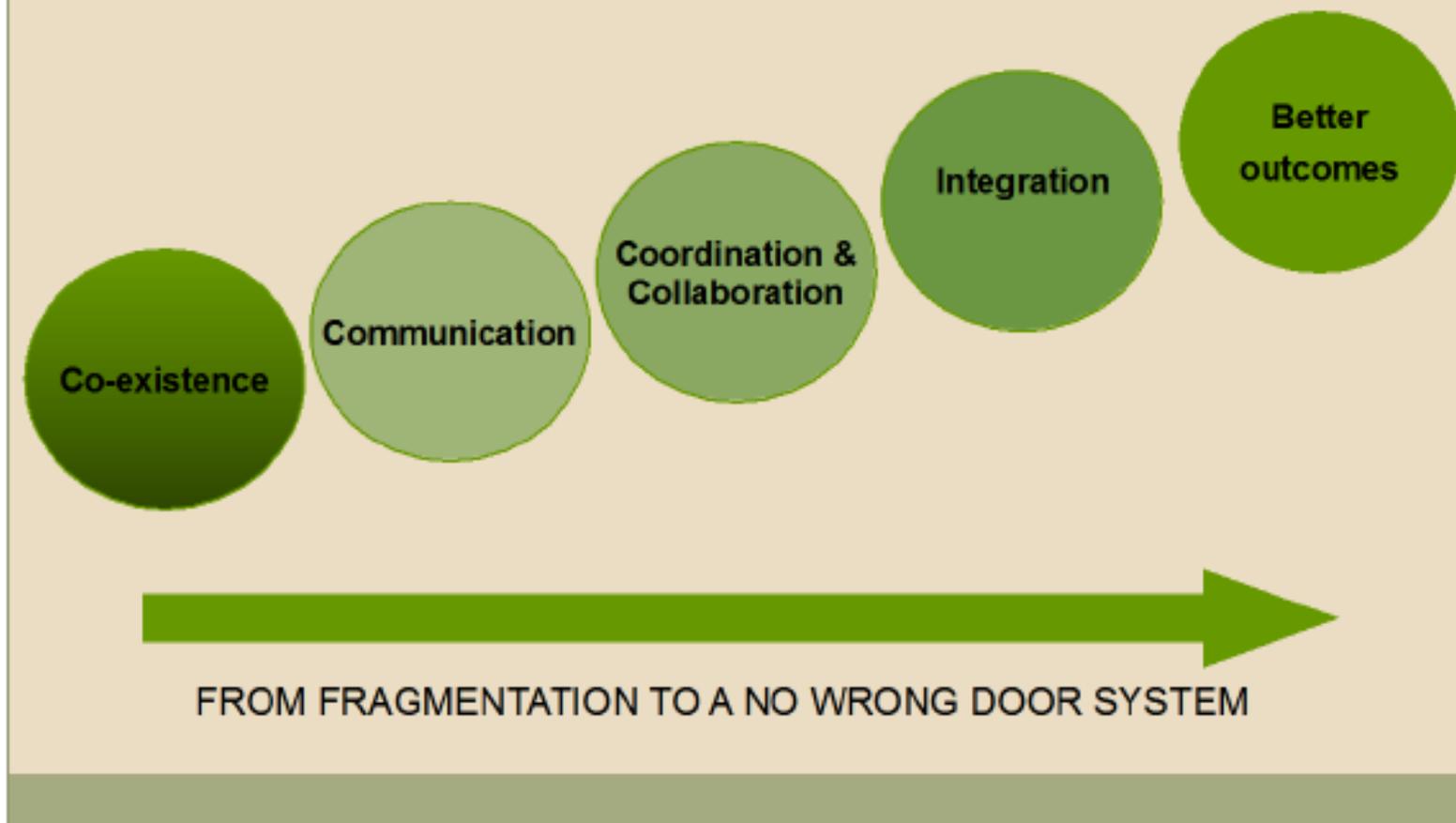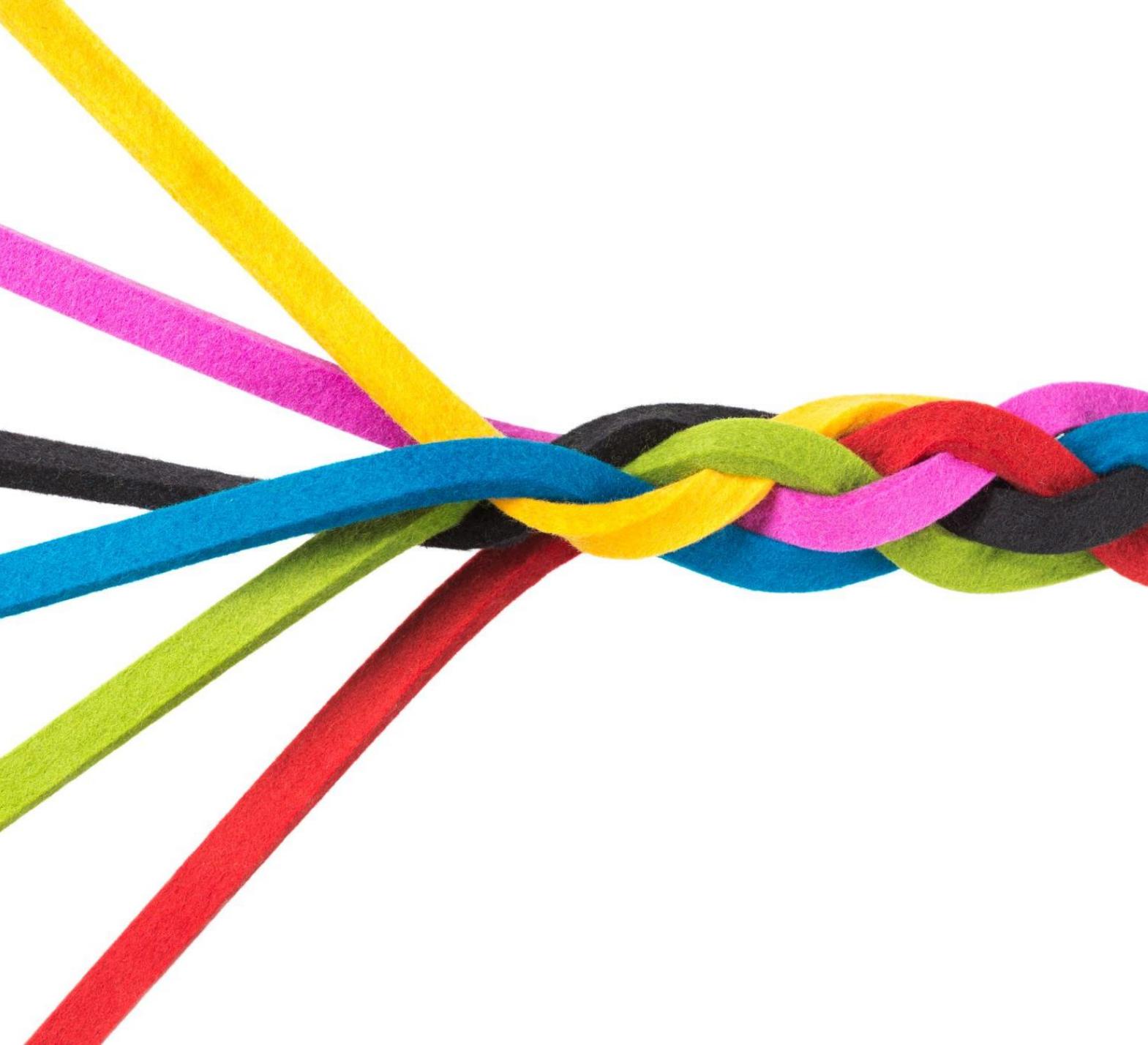
Partnership

- Working together with active participation/involvement

- Developing and maintaining genuine connectedness

- Sharing decision making power

- Recognising complementary expertise and roles

- Sharing and agreeing aims and process of helping

- Negotiation of disagreement

- Showing mutual trust and respect

- Developing and maintaining openness and honesty

- Communicating clearly

Source: Family Partnership Model

Take home message

We need a model that brings together all the things that help teachers, students, parents and communities make better choices and cope with the demands of schooling and learning.

We need tools, language, and conversations that allow us to move forward.

Seeking Collaborators: Embrace the Power of Collaboration

Benefits of Collaboration

LEVERAGE DIVERSE PERSPECTIVES: COLLABORATING WITH A DIVERSE GROUP OF RESEARCHERS ENABLES US TO TAP INTO A RICH POOL OF KNOWLEDGE, PERSPECTIVES, AND INSIGHTS, FOSTERING CREATIVITY AND BREAKTHROUGH THINKING.

AMPLIFY COLLECTIVE IMPACT: BY POOLING OUR EXPERTISE, RESOURCES, AND EFFORTS, WE CAN ACHIEVE OUTCOMES THAT SURPASS WHAT ANY INDIVIDUAL OR ORGANIZATION COULD ACCOMPLISH ALONE.

FORGE LASTING PARTNERSHIPS: COLLABORATION CULTIVATES VALUABLE RELATIONSHIPS, ENABLING US TO BUILD A ROBUST NETWORK OF TRUSTED COLLABORATORS AND ALLIES.
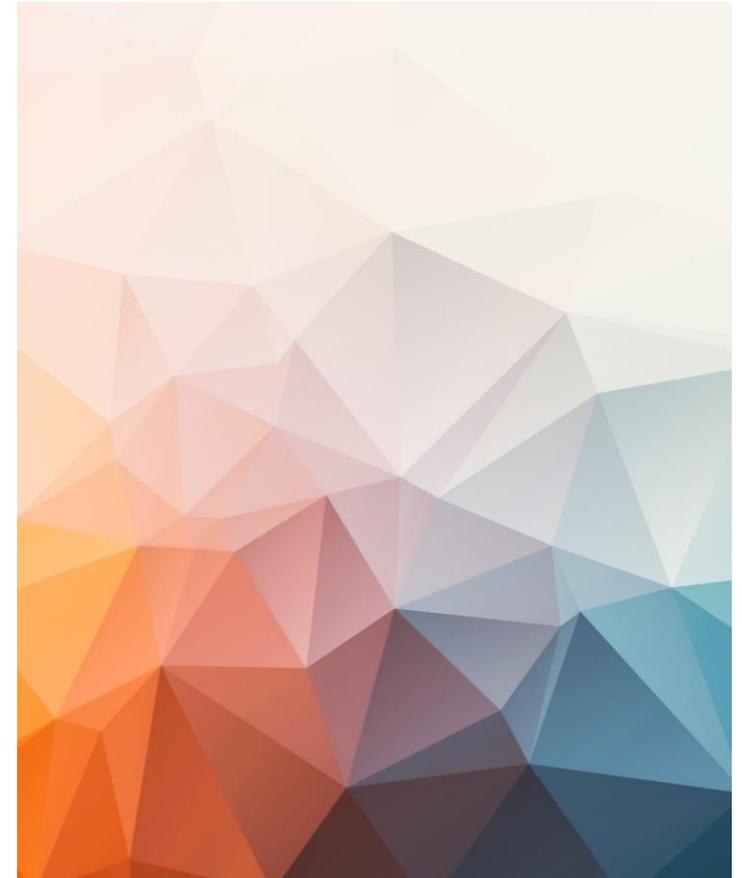
How to Get Involved:

- Reach out to the group: We encourage interested to connect with any of the presenters to express your interest in collaboration.

- Share collaboration opportunities: Feel free to communicate potential project ideas or areas where you believe our joint efforts can drive outcomes.

Contact information:

Gavin.Hazel@mq.edu.au

Additional Notes

Transdisciplinarity

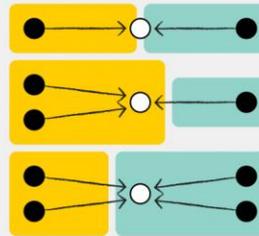Disciplinary
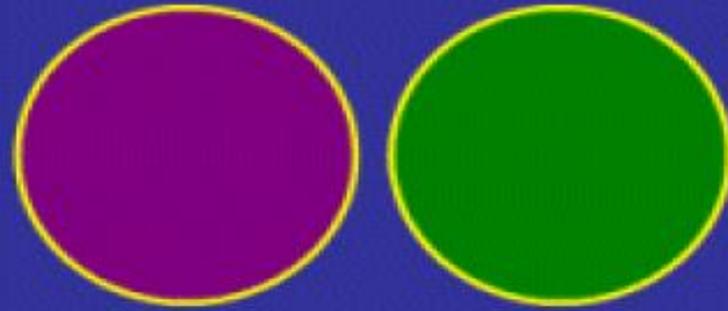
Multidisciplinary
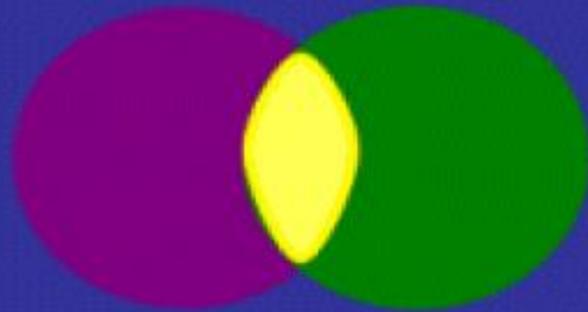
Interdisciplinary
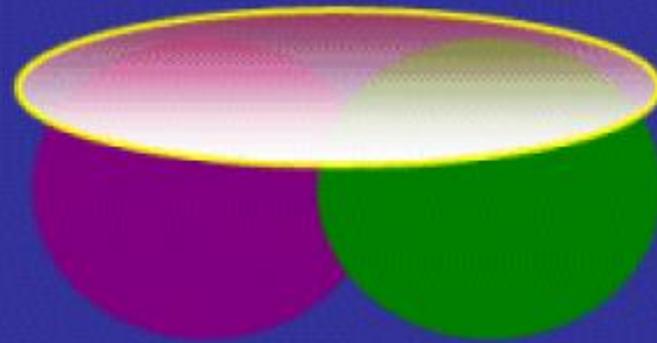
Transdisciplinary

Legend:
- ○ Goal, shared knowledge
- ● Discipline
- ◉ Stakeholder participants
- 🟨 Academic knowlegde
- 🟩 Conventional knowlegde
- ⬜ Thematic umbrella
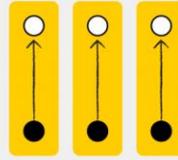
DISCIPLINARY
- Within one academic discipline
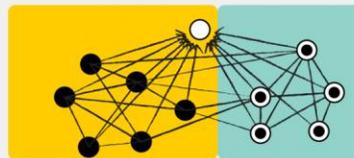- Disciplinary goal seting
- Develops new disciplinary knowledge
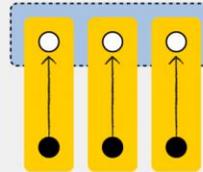
MULTIDISCIPLINARY
- Multiple disciplines
- Multiple disciplinary goals set under one thematic umbrella

PARTICIPATORY
- Academic and non academic participants
- Knowledge exchange without integration
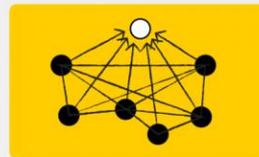
INTERDISCIPLINARY
- Crosses disciplinary boundaries
- Develops integrated knowledge
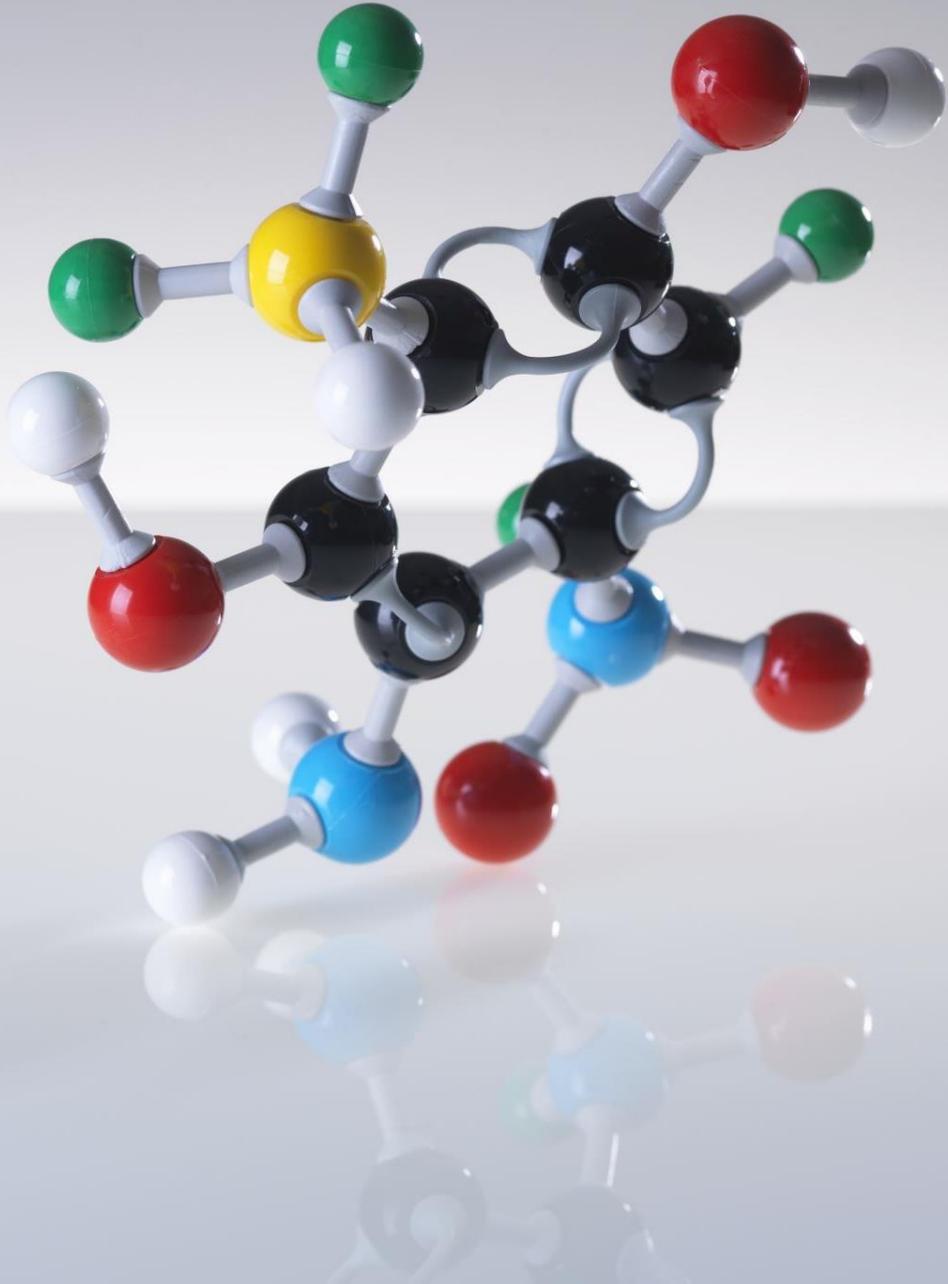- Draws from and contributes to 'inderdisciplines'

TRANSDISCIPLINARY
- Crosses disciplinary and sectorial boundaries
- Common goal setting
- Develops integrated knowlegde for science and society
- Draws from and contributes to 'inderdisciplines'
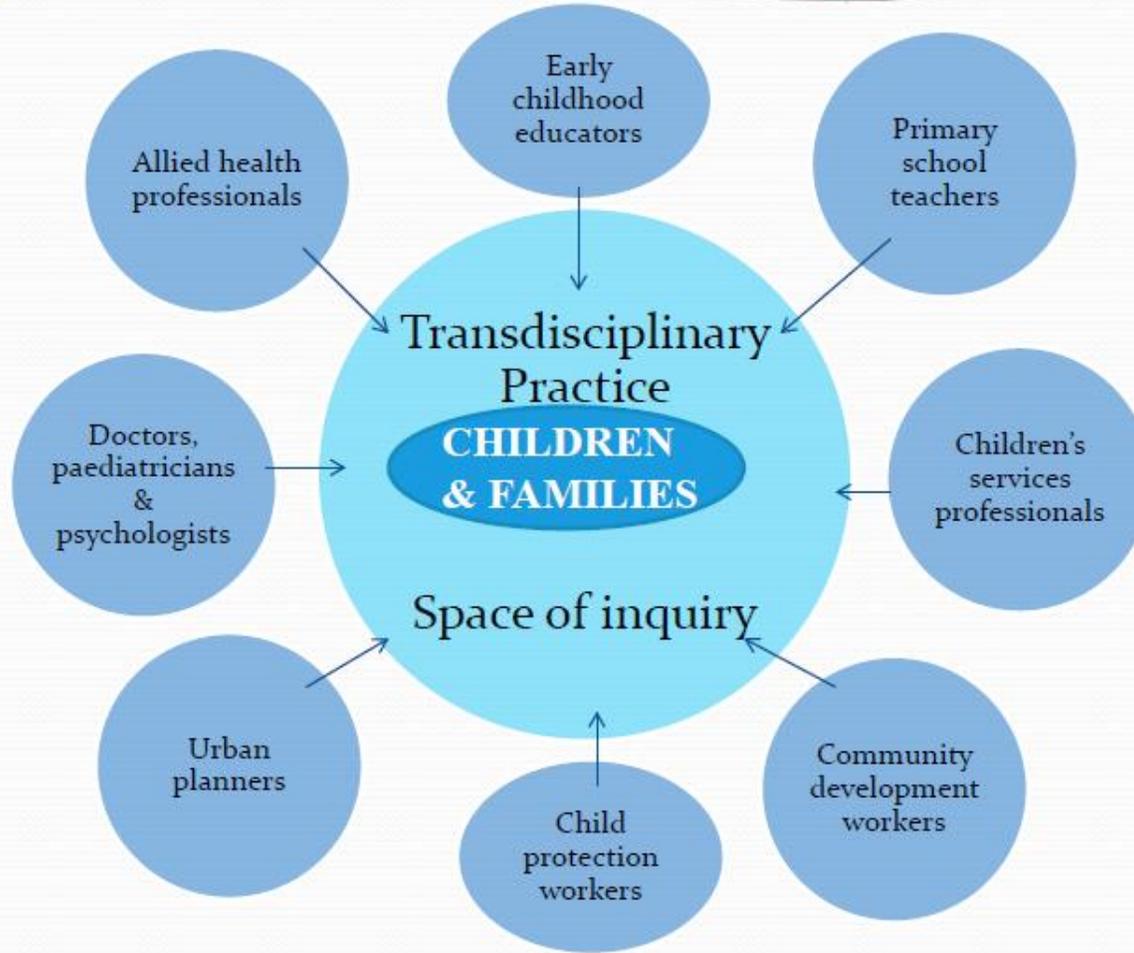
Multi-team systems

Emerging organisational behaviour

Increasingly, **teaming** has become one of the core organisational strategies used in ambiguous, multifaceted, dynamic, and time sensitive challenges (Mathieu et al. 2018; Tannenbaum et al. 2012; Mathieu, Marks, and Zaccaro 2001; LePine et al. 2008; Mathieu et al. 2017; Ramos-Villagrasa et al. 2018).

Across a wide range of contexts (e.g. disaster responses, military operations, national recovery, etc.) organisations have more frequently needed to adopt interdependent arrangements in response to complex and interdisciplinary challenges (Zaccaro et al. 2020; Luciano, DeChurch, and Mathieu 2018; DeChurch and Zaccaro 2010).

What is a multi-team systems (MTS)?

Mathieu et al. (2001) defined multiteam systems as follows: "Two or more teams that interface directly and interdependently in response to environmental contingencies toward the accomplishment of collective goals. (p. 290)"

MTS are related to, but different from traditional teams and organisations. A defining characteristic of MTS is that they consist of multiple different teams that need to work together closely with task dependencies to achieve a common goal.
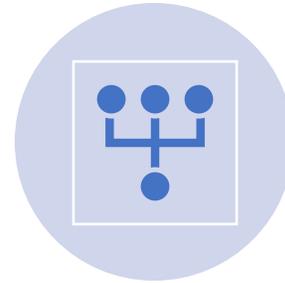
Importantly these component teams have distinctive characteristics that differentiates them from each other. For example, they can differ in terms of their core values, compositional attributes, domains of expertise, leadership structure, norms and organisational cultures.

Multiteam systems – operational defintion
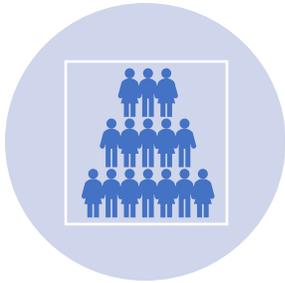
Are often described as a "team of teams", but they are not simply a "big team".

They are a system made up of distinguishable entities (i.e. component teams) capable of independent actions and individual goals.

Defined broadly multiteam systems are a tightly coupled constellation or network of teams (Shuffler and Carter 2018; Mathieu et al. 2018; Carter and DeChurch 2014).
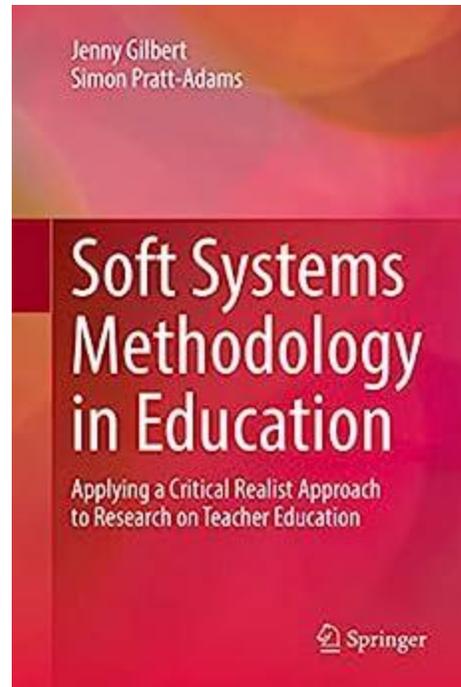
Critically, component team leaders within the system, have to manage interdependence (involving domains such as information, resources, timeframes, coordination, cohesion, and leadership) for optimal task performance.
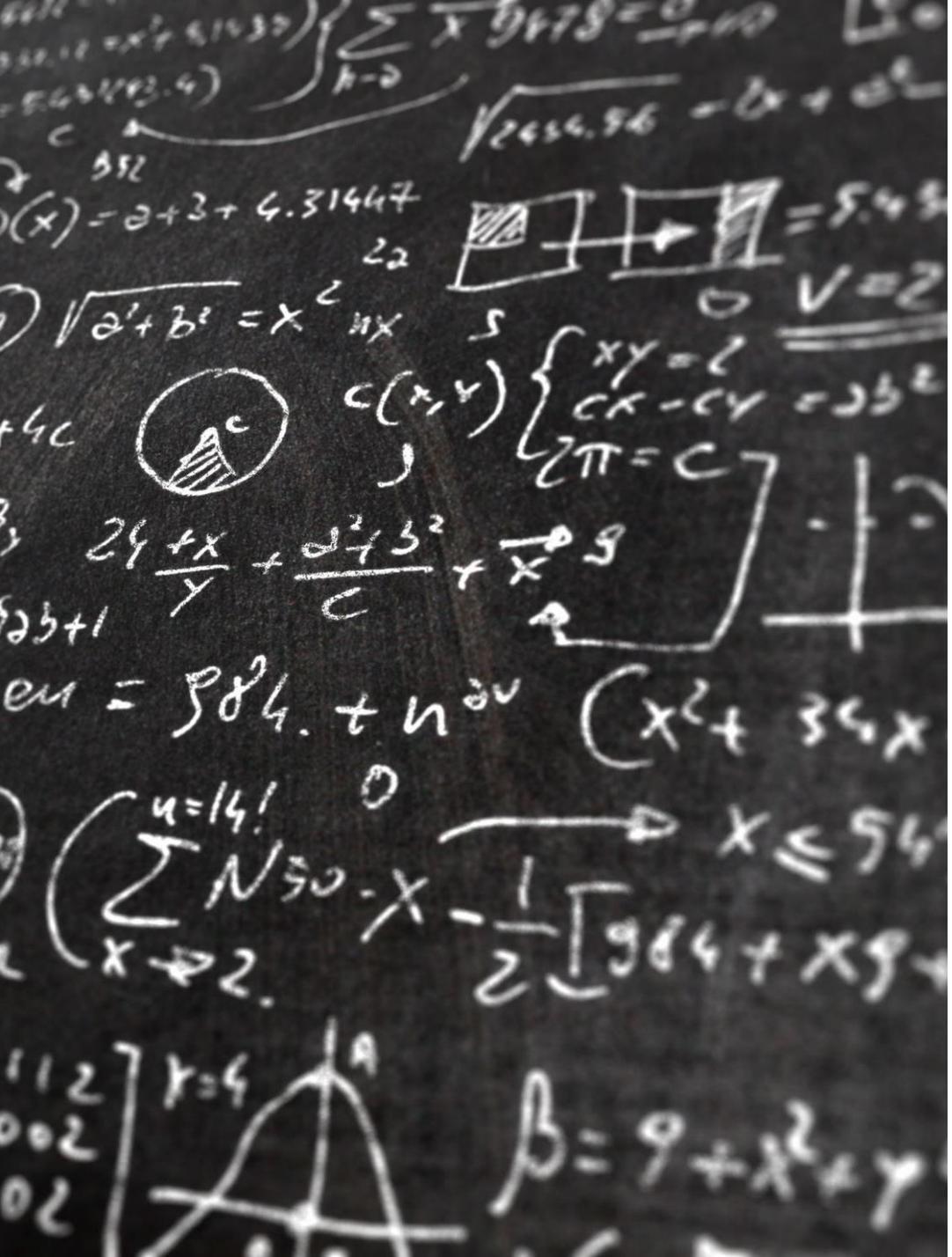
Soft systems
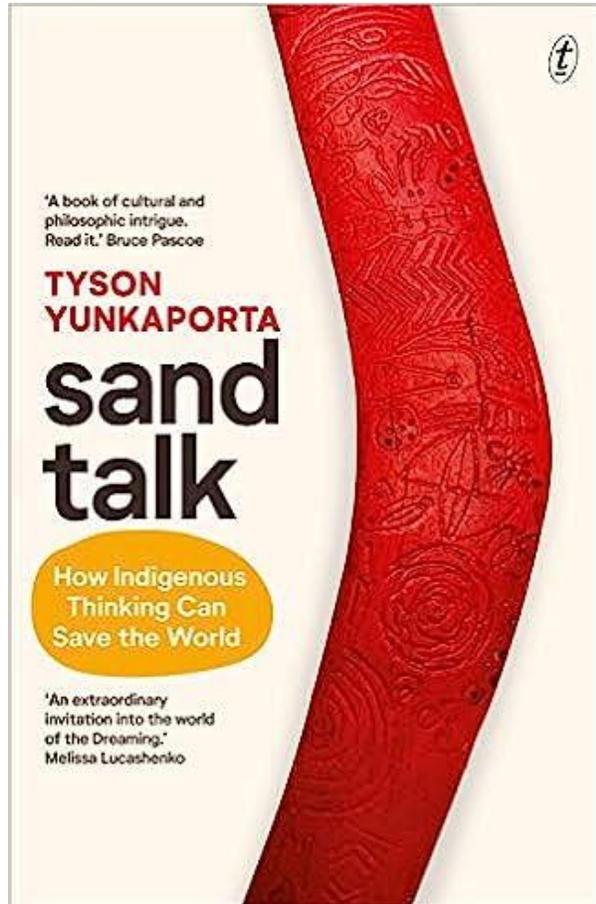
Applications in Education

Checkland was familiar with working with hard systems, where performance could be measured, predicted and controlled. He found that moving to work in managerial situations, tackling what he terms 'real-world problems', the properties that he had seen in hard systems did not apply. 'Human Activity Systems' rarely have agreed goals, even where an organisation has a published vision or strategy. In practice, within an organisation, there is often a considerable difference between the ascribed goals of the organisation and the tacit goals, taken as read by the actors within the organisation, and acted out in practice. Other factors differentiating between a 'soft system' and a 'hard system' include the difficulty of identifying a limited number of components within a system. There are far more variables, and thus relationships between them, making causal factors difficult to discern. Checkland was seeking a way to firstly

What is the difference between hard and soft system methodology?

- In hard systems engineering, the idea is to provide "something to meet the need" and the concern is with "how.. not what?" (Checkland and Scholes, 1990).

- 'Soft' approaches are based on an assumption that people's perceptions of the world will vary and that their preferences may also differ.

- The soft systems methodology (SSM) of Checkland is based on the assumption that human activity systems are a useful way of thinking about organisations.

- Source: https://www.lancaster.ac.uk/users/incism/back2.html#:~:text=In%20hard%20systems%20engineering%2C%20the,their%20preferences%20may%20also%20differ.

TYSON YUNKAPORTA

sand talk

### How Indigenous Thinking Can Save the World

Solutions to complex problems take many dissimilar minds and points of view to design, so we have to do that together, linking up with as many other us-twos as we can to form networks of dynamic interaction. I'm not offering expert answers, only different questions and ways of looking at things. While I'm good at stimulating connective thinking, I'm certainly no authority on any of the ideas in this book and my point of view is marginal, even in my own community. But there is fertile ground at the margins.

Congruence

- Between evidence and practice
- Between practice and principles
- Between messages and objectives
- Between attitudes and behaviours

Susan Deacon's three key questions
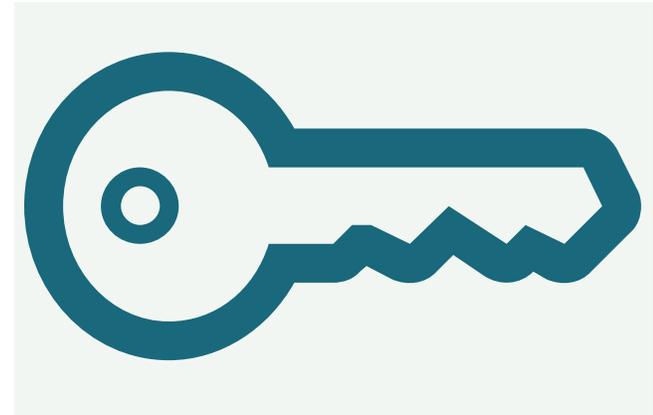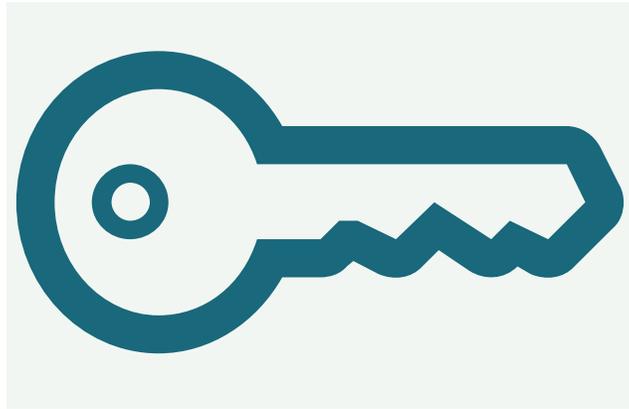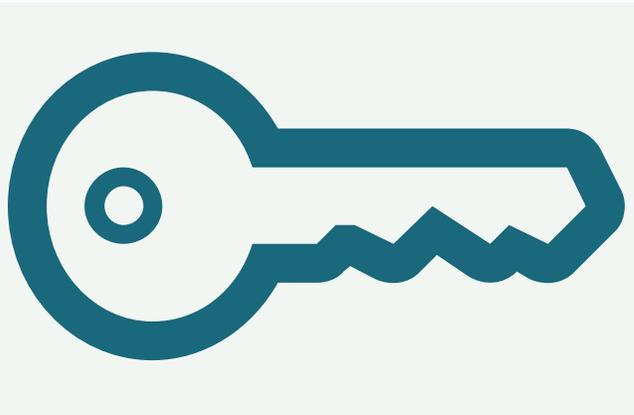
Do we know enough about the issue?

Do we care – enough?

What are we going to do?